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ABSTRACT

The Missouri Department of Elementary and Secondary Education selected material produced by Ken Blanchard, co-author of "The One Minute Manager," as the basis for a series of 4-day workshops on situational leadership for school personnel. Among the concepts brought to bear in situational leadership training are that (1) concern for people and concern for production are variable dimensions of four general leadership styles, (2) leadership must be suited to the situation, (3) the nature of the situation is determined by the development level of the "workers" or "followers," and (4) increasing the development level of workers makes them less dependent on the leader and less demanding of the leader's time. To provide a richer mix of experience among workshop participants, school districts are encouraged to send business and government leaders from the community to the training sessions along with school personnel. An abstract of the introductory situational leadership workshop presentation and a page of notes and diagrams prepared by one workshop participant are appended. (PGD)

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LEADERSHIP TRAINING:

Putting the One Minute Manager to Work in the Schools

Richard L. King

Paper presented at the Ninth Annual Conference of the National Council of States on Inservice Education, in Orlando, Florida on November 16-20, 1984.

EA 017 778

LEADERSHIP TRAINING

TODAY I AM GOING TO DO THREE THINGS!

1. EXPLAIN BRIEFLY WHY WE SELECTED THE LEADERSHIP MATERIAL WHICH WE ARE USING.
2. PROVIDE SOME INSIGHT INTO WHAT THE PROGRAM CONTENT DEALS WITH, AND
3. EXPLAIN HOW OUR DEPARTMENT IS USING THIS LEADERSHIP TRAINING PROCESS.

ONE OF THE MAJOR CONCERNS OF VOTERS DURING THE RECENT-LENGTHY-ELECTION CAMPAIGN WAS ABOUT LEADERSHIP. ONE CHARACTERISTIC THAT IS COMMON TO ALL OF THE "EFFECTIVE SCHOOLS" STUDIES IS THAT THE PRINCIPAL OF AN EFFECTIVE SCHOOL WAS PERCEIVED BY THE TEACHERS, THE STUDENTS AND PARENTS TO BE AN INSTRUCTIONAL LEADER. THOSE OF US WHO VISIT NUMBERS OF SCHOOLS RECOGNIZE THE IMPORTANCE OF LEADERSHIP AS A CORRELATE OF EXCELLENCE IN SCHOOLS.

THE IMPORTANCE OF LEADERSHIP IN EDUCATION PROMPTED THE MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION TO BEGIN A SEARCH FOR AN EFFECTIVE LEADERSHIP TRAINING PROCESS. UNIVERSITY GRADUATE COURSES IN EDUCATION, FOR THE MOST PART, CONSISTED IN COURSES WHICH TAUGHT THE <u>THEORY</u> OF LEADERSHIP--BUT SEEMED TO BE SHORT IN APPLICATION. EVEN WHEN PRACTICE WAS PROVIDED, THROUGH "IN-BASKET" PROGRAMS OR OTHER SIMULATIONS, LITTLE OPPORTUNITY WAS PROVIDED TO CONNECT THE THEORY WITH THE PRACTICE. WHEN GOOD LEADERSHIP WAS FOUND, IT WAS MOST OFTEN A RESULT OF INTUITION OR TRIAL AND ERROR AND EVEN THE EFFECTIVE LEADER WAS UNWARE OF THE BEHAVIORS HE/SHE WAS PRACTICING TO GET GOOD RESULTS.

WE THEN WENT TO SEVERAL LARGE INDUSTRY ORGANIZATIONS AND ASKED "IF YOU WERE TO EMBARK UPON A SIGNIFICANT CHANGE IN POLICY OR PRACTICE IN

YOUR COMPANY, WHAT STEPS WOULD YOU FOLLOW." OVER AND OVER AGAIN WE HEARD STATEMENTS SUCH AS, "WE WOULD, FIRST OF ALL, SEE THAT OUR KEY MANAGEMENT PEOPLE WERE 'UP TO SPEED' IN SITUATIONAL LEADERSHIP." WHEN WE FOLLOWED UP BY ASKING "HOW WOULD YOU DO THIS?" WE WERE MOST OFTEN TOLD THAT THEY WOULD TRY TO MAKE SURE THESE PERSONS WERE TRAINED BY DR. KEN BLANCHARD.* WE HAD EXAMINED A TEXTBOOK WHICH HE HAD CO-AUTHORED THE MANAGEMENT OF ORGANIZATIONAL BEHAVIOR. THIS IS AN EXELLENT BOOK WHICH SYNTHESIZES MOST OF THE LEADERSHIP THEORY DEVELOPED DURING THE LAST HALF CENTURY OR SO. IT WAS AFTER WE DISCOVERED, IN 1982, THAT DR. BLANCHARD, WHO ALONG WITH DR. SPENCER JOHNSON, HAD JUST PUBLISHED THE ONE MINUTE MANAGER THAT WE BEGAN TRYING TO SEE HOW WE COULD INCORPORATE BLANCHARD'S CONCEPT OF SITUATIONAL LEADERSHIP INTO OUR STAFF DEVELOPMENT EFFORTS IN MISSOURI SCHOOLS.

WITHOUT GOING INTO GREAT DETAIL OF OUR SEARCH, WE FOUND THAT BLANCHARD WAS CONDUCTING 4-DAY INSTITUTES FOR TOP LEVEL BUSINESS AND MILITARY LEADERS IN SAN DIEGO ON A REGULAR BASIS. WE ALSO DISCOVERED THAT HE HAD VIDEO-TAPED HIS PRESENTATIONS AND HAD PREPARED NOTEBOOKS FOR BOTH INSTITUTE LEADERS AND PARTICIPANTS. WE PURCHASED THOSE MATERIALS AND SPENT SOME TIME ADAPTING THE WRITTEN MATERIAL TO SCHOOL SITUATIONS WHEN NEEDED. WE THEN PROCEEDED TO CONDUCT A SERIES, ABOUT 15 TO DATE, OF 4-DAY WORKSHOPS FOR EDUCATORS, DEPARTMENT STAFFS--AND SOME MIXED GROUPS, ABOUT WHICH I WILL TALK MORE LATER. THESE HAVE BEEN EXTREMELY WELL RECEIVED AND WE OFTEN HAVE TO LIMIT ATTENDANCE.

ONE CANNOT CONDENSE A 4-DAY WORKSHOP INTO A FEW MINUTES BUT HERE ARE A FEW OF THE USEFUL CONCEPTS OF SITUATIONAL LEADERSHIP:

1. UP UNTIL THE MID-SIXTIES MOST LEADERSHIP THEORY DEALT WITH ATTITUDES OF THE LEADER. WE HAD "CONCERN FOR PRODUCTION" AND "CONCERN FOR PEOPLE"--FIRST, AT EACH END OF A CONTINUUM SO THAT

ONE COULD NOT BE BOTH. "THEORY X" AND "THEORY Y," CREATED BY DOUGLAS MACGREGOR, CAME INTO PROMINENCE JUST BEFORE THIS ERA. NEXT WE BEGAN TO ACCEPT THAT "CONCERN FOR PRODUCTION" AND CONCERN FOR PEOPLE" WERE REALLY TWO DIMENSIONS OF A SINGLE ATTITUDE. THIS RESULTED IN FOUR GENERAL LEADERSHIP STYLES.

2. ABOUT 1966 SEVERAL PERSONS, INCLUDING KEN BLANCHARD, SAID THAT THE MISTAKES BEING MADE IN LEADERSHIP TRAINING WERE BASED UPON THE FACT THAT WE WERE USING AN ATTITUDE SCALE TO MAKE BEHAVIORAL ASSUMPTIONS. BLANCHARD WENT FURTHER IN TRYING TO SHOW THAT THERE WAS NO ONE BEST LEADERSHIP STYLE--THAT LEADERSHIP BEHAVIOR SHOULD BE MATCHED TO THE SITUATION--SITUATIONAL LEADERSHIP.

3. IT WAS ONLY POSSIBLE TO MAKE PRACTICAL APPLICATION OF THE SITUATIONAL LEADERSHIP CONCEPT AFTER BLANCHARD AND OTHERS SHOWED US HOW TO LINK "WORKER" OR "FOLLOWER" BEHAVIOR TO LEADERSHIP STYLE.

4. LEADERSHIP STYLE 1, WHICH IS CALLED "TELLING," IS MATCHED WITH DEVELOPMENT LEVEL 1, WHICH IS WHEN THE SUBORDINATE IS UNABLE OR UNSKILLED AND ALSO UNWILLING OR UNMOTIVATED. LEADERSHIP STYLE 2 "CONSULTING" IS APPROPRIATE WHEN THE FOLLOWER IS UNABLE BUT WILLING OR MOTIVATED. LEADERSHIP STYLE 3 "PARTICIPATING" IS APPROPRIATE WHEN THE FOLLOWER IS ABLE OR SKILLED BUT UNWILLING OR UNMOTIVATED. LEADERSHIP STYLE 4 "DELEGATING" IS APPROPRIATE WHEN THE FOLLOWER IS ABLE AND WILLING--COMPETENT AND MOTIVATED.

5. BEYOND MATCHING LEADERSHIP STYLE WITH DEVELOPMENT LEVEL OF THE FOLLOWER THE EFFECTIVE LEADER'S ROLE IS TO HELP THE FOLLOWER

IMPROVE HIS/HER DEVELOPMENT LEVEL. THE REASON FOR THIS IS THAT THE LOWER THE DEVELOPMENT LEVEL OF THE FOLLOWER THE MORE CLOSELY THEY MUST BE SUPERVISED. THIS TAKES THE LEADER'S TIME WHICH IS, NEXT TO PEOPLE, THE LEADER'S MOST IMPORTANT RESOURCE.

AFTER CONDUCTING SEVERAL OF THESE 4-DAY INSTITUTES FOR SCHOOL PERSONNEL, WE BEGAN TO GET AN OCCASIONAL REQUEST FROM A COMPANY, NOT CONNECTED TO PUBLIC EDUCATION, TO SEND MANAGERS TO OUR WORKSHOP. AFTER ALLOWING THIS TO HAPPEN, IT OCCURRED TO US THAT MAYBE WE COULD TAKE ADVANTAGE OF THE MIXTURE OF PARTICIPANTS TO MAKE THE WORKSHOPS MORE EFFECTIVE. WE ARE IN THE PROCESS OF TRAINING ADULT EDUCATION PERSONNEL FROM ACROSS THE STATE TO BE WORKSHOP PRESENTERS--USING THE VIDEO-TAPES AND REPRINTING THE WORKBOOKS WITH THEIR OWN SCHOOL DISTRICT IDENTIFICATION. TO BE ELIGIBLE FOR THIS TRAINING, WHICH TAKES A FULL WEEK, WE ARE ASKING FOR A COMMITMENT FROM THE DISTRICT SENDING LEADER TRAINING PARTICIPANTS THAT THEY WILL INCLUDE SCHOOL DISTRICT PERSONNEL, PRINCIPALS, TEACHERS OR OTHER ADMINISTRATORS ALONG WITH TOP COMMUNITY BUSINESS AND/OR GOVERNMENT LEADERS IN THE SAME WORKSHOPS WHICH THEY WILL CONDUCT.

WE HAVE DEVELOPED CASE STUDIES WHICH ARE APPROPRIATE TO "BLUE COLLAR," "WHITE COLLAR" AND TO SCHOOL PERSONNEL. AN EXAMPLE OF THIS IS A HANDOUT HERE TODAY. THE SMALL GROUP CONSENSUS, WHEN REPORTED TO THE ENTIRE GROUP, WILL HAVE THE SAME BASIC OUTCOMES BECAUSE THE SITUATION, WHILE OCCUPATIONALLY ORIENTED, INCLUDES THE SAME LEADERSHIP PRINCIPLES.

I WAS UNABLE TO GIVE YOU A COMPLETE OVERVIEW OF THE SITUATIONAL LEADERSHIP PROGRAM, BUT I DO HAVE A HANDOUT, CREATED FROM ACTUAL NOTES TAKEN DURING A WORKSHOP, WHICH WAS DONE BY A PARTICIPANT OF A WORKSHOP. THIS IS A PRETTY GOOD OVERVIEW OF THE ENTIRE PROGRAM.

PERHAPS YOU HAVE QUESTIONS ABOUT THE MATERIALS WE USE OR THE METHODS WE ARE EMPLOYING TO USE THE MATERIALS. I SHALL BE GLAD TO TRY TO ANSWER THEM.

Abstract of the Presentation on

Situational Leadership

Of all social institutions in the United States, schools have been the slowest to change. After thirty years of almost constant innovation, there has been no significant change. Entrenched customs such as comparative student grading or grading on a curve, "grade level" skills and expectations and the teacher as the source of information are but some of the customs which mitigate against change. Lack of effective leadership at all levels of school administration is a major weakness that has made educational change difficult.

The effective school studies have reinforced the belief that the leadership role of the principal is a pervasive characteristic of an effective school. University programs for training school administrators are long on theory and short on the practical application of leadership.

The presenter queried several persons who are responsible for leadership development in major corporations and situational leadership and Dr. Kenneth Blanchard were often mentioned. Dr. Blanchard's situational leadership workshop which is regularly held in San Diego has been video taped. The Missouri Department of Elementary and Secondary Education purchased a set of the tapes and has used them with several groups of educators in three to five day workshops with considerable success as reflected in participant enthusiasm. More recently we have adapted the model to be delivered to a community group which is made up of both school administrators and top level business personnel. This type of workshop has been successfully piloted and there are plans to implement the model statewide.

Situational leadership is based upon several assumptions that are rooted in leadership theory:

1. Blanchard uses the term "successful" to describe leadership attempts that get the job done. He uses "effective" for leadership that gets the job done but also causes the subordinate to feel good about doing the job. A leader's most valuable asset, next to personnel, is time. Effective leadership eventually saves supervisor's time.
2. No one best leadership style exists; therefore, one must learn to match leadership style with the developmental level of the subordinate.
3. Both "position" power and "personal" power are used by effective leaders.
4. Feedback on results is the most powerful motivator for learning new skills and developing willingness to do the job.

Worker behavior, at all levels, is determined by two characteristics: (1) skill, ability or competence to do the job and (2) motivation or willingness to do the job. The lowest level of development is the unskilled and unwilling worker who requires constant, close supervision. The next higher level is the willing but incompetent worker. This person needs coaching in how to do the job but encouragement to preserve his/her motivation. (This person can be very dangerous to an organization--an enthusiastic incompetent.)

The third level of development is when the worker has all the skills needed but is unmotivated or unwilling to do the job. This person needs encouragement and frequent feedback on successes. Teacher "burnout" is an example of the unwilling but competent teacher. The highest level of worker development is the competent and motivated worker. He/she needs little supervision.

An effective leader must know how to recognize the developmental level of the subordinate and then have the skills to apply the leadership style which matches the subordinates development.

Dr. Blanchard is famous for his "one minute goal-setting," "one minute praising" and, when necessary, his "one minute reprimand." Techniques for managers to master in these skills will be covered.

A new video tape series "Putting the One Minute Manager to Work" became available in June 1984. This is based on the Blanchard and Lorberg book of the same title which is currently a New York Times best seller. The presenter is currently working on the development of a training manual to accompany these tapes. How this new material can be used to follow up the situational leadership training will be discussed.

Attached is a handout that is being prepared for this meeting.

- NOTES -

INSTRUCTIONAL MANAGEMENT SYSTEM

- NOTES -

STRENGTHENING YOUR LEARNING SKILLS THROUGH UNDERSTANDING

TECH. SKILLS ADVANCED	HUMAN SKILLS LAGGING
SUCCESSFUL SCIENCES	UNSUCCESSFUL SCIENCES
PHYSICS / BIOLOGY	PSYCHOL / POLITICAL SCIENCE
CHEM. / BOTANY	SOCIOLOGY / ECONOMICS
KNOWLEDGE OF ACQUAINTANCE	KNOWLEDGE ABOUT
USES FACT & THEORY TO SOLVE PROBLEMS	FACT & THEORY

SUCCESSFUL VS. UNSUCCESSFUL SCIENCES

FOUR LEVELS OF CHANGE (BEHAVIOR):

1. KNOWLEDGE - NOT SO DIFFICULT TO CHANGE
2. ATTITUDE - EMOTIONALLY CHARGED BIT OF DATA.
3. INDIVIDUAL BEHAVIOR - TOUGH TO CHANGE WITHOUT FORCE. POSITION POWER
4. ORGANIZATIONAL / GROUP BEHAVIOR - MOST DIFFICULT. TAKES TIME & COMMITMENT.

THERE IS NO ONE STYLE OF LEADERSHIP FOR CHANGE. DEPENDS ON SITUATION & CIRCUMSTANCES.

YOUR INFLUENCE ON LEARNING

ABC'S OF PERSONAL POWER. THREE COND. THAT AFFECT BEHAVIOR AND ATTITUDES:

A — ACTIVATING EVENT — WHAT HAPPENS TO YOU

B — BELIEF — FEELINGS, ATTITUDES

C — CONSEQUENCES — THE RESULTS OF A & B.

LEADERSHIP STYLE

SUCCESSFUL	vs.	EFFECTIVE
1. BEHAVIOR		1. ATTITUDE, EXPECT BE
2. POSITION / AUTH.		2. PERSONAL & POSITION
3. CONTROL OVER REWARD & PUNISH.		3. CONTROL THROUGH LIMITS & RESTRICTED
4. REQUIRES MORE SUPERVISION		4. REQUIRES LESS SUPERVISION

SITUATIONAL LEADER USES BOTH POSITION & PERSONAL POWER AS TOOLS FOR EFFECTIVE LEADERSHIP. ...

CONTINUUM OF LEADER BEHAVIOR

(AUTHORITARIAN) TASK ORIENTED ← → (DEMOCRATIC) RELATIONSHIP-ORIENTED

SOURCE OF AUTHORITY

USE OF AUTHORITY BY THE LEADER

AREA OF FREEDOM FOR SUBORDINATES

MAKES DECISION ANNOUNCES IT.	LEADER "SELLS" DECISION	LEADER PRESENTS IDEA INVITES QUEST.	PRESENTS TENTATIVE DECISION SUBJECT TO CHANGE	PRESENTS PROBLEM GETS SUGGEST. MAKES DECISION	DEFINES LIMITS ASKS GROUP TO MAKE DECISION	PERMITS SUBORDINATES TO FUNCTION WITHIN LIMITS DEFINED BY SUPERIOR

FOUR BASIC LEADERSHIP BEHAVIORS

SUPPORTIVE BEHAVIOR → (HIGH)

SUPPORT / LISTEN / FACILITATE

PROVIDE SUPPORT / LISTEN — FACILITATE INTERACTION / ENCOURAGEMENT

HIGH SUPPORTIVE / LOW DIRECTIVE BEHAVIOR — S3	HIGH DIRECTIVE / HIGH SUPPORTIVE BEHAVIOR — S2
S4 — LOW SUPPORTIVE / LOW DIRECTIVE BEHAVIOR	S1 — HIGH DIRECTIVE / LOW SUPPORTIVE BEHAVIOR

(LOW) — DIRECTIVE BEHAVIOR → (HIGH)

DIRECT / CONTROL / SUPERVISE

WHAT TO DO — WHERE — HOW TO DO IT — WHEN — WITH WHOM

WHEN EACH STYLE OF LEADERSHIP IS APPROPRIATE WHEN PEOPLE ARE:

SUPP. BEHAV. → (HIGH)

ABLE - HAVE SKILL / INSECURE - LACK SELF-CONFIDENCE OR ARE UNWILLING / A NEED DISCOMFORT — S3	COMMITTED / DO NOT HAVE ALL SKILLS / WANT PARTICIPATION — S2
S4 — COMPETENT / MOTIVATED / COMMITTED	INEXPERIENCED S1 / UNMOTIVATED / UNCOMMITTED / WHEN THOSE ARE: / EMERGENCY SIT. / SHORT TIME DEMANDS

(LOW) — DIR. BEHAV. → (HIGH)

LEADERSHIP STYLE

SUPP. BEHAV. → (HIGH)

HIGH SUPPORTIVE / LOW DIRECTIVE — HIGH DIRECTIVE / HIGH SUPPORTIVE

PARTICIPATING — CONSULTING — S3 — S2 — S4 — S1 — DELEGATING — TELLING

LOW DIRECTIVE / LOW SUPPORTIVE — HIGH DIRECTIVE / LOW SUPPORTIVE

(LOW) — DIR. BEHAV. → (HIGH)

BEHAVIOR IS PUTTING KNOWLEDGE INTO ACTION.!!

THREE DEGREES OF SUPERVISION:
1. OVERSUPERVISION
2. UNDERSUPERVISION
3. PERFECT MATCH (EX. S2 to D2)

DEVELOPED	HIGH	MODERATE	LOW
	D4	D3 / D2	D1

UNDEVELOPED

DEVELOPMENT LEVEL OF FOLLOWER(S)

DEPENDS ON TWO FACTORS:
1. ABILITY
2. MOTIVATION

LEADER MUST PROPERLY DIAGNOSE THE SITUATION, CREATE AND MAINTAIN A PERFECT MATCH BETWEEN LEADERSHIP STYLE AND FOLLOWER(S) DEVELOPMENT LEVEL.

REWARD POSITIVE PROGRESS. LOOK FOR THE RIGHT IN PEOPLE. CATCH THEM AT IT!

CREDIT: DR. KENNETH BLANCHARD, "A SITUATIONAL APPROACH TO LEADERSHIP" — MISSOURI DEPT. OF ELE. ED.

ASSUMPTIONS ABOUT HUMAN NATURE – McGREGOR'S THEORY X & Y.

THEORY X

1. WORK IS INHERENTLY DISTASTEFUL
2. PEOPLE ARE NOT AMBITIOUS, LITTLE DESIRE FOR RESPONS., PREFER DIRECTION.
3. LITTLE CAPACITY FOR CREATIVITY IN SOLVING ORGANIZATIONAL PROBLEMS.
4. MOTIVATION OCCURS ONLY AT THE PHYSIOLOGICAL & SAFETY LEVELS
5. NEED TO BE CLOSELY CONTROLLED & COERCED TO ACHIEVE ORGNL OBJECT.

THEORY Y

1. WORK IS NATURAL AS PLAY IF COND. FAVORABLE
2. SELF-CONTROL IS OFTEN INDISPENSIBLE IN ACHIEVING ORGANIZATIONAL GOALS.
3. CAPACITY FOR CREATIVITY IN SOLVING ORG PROBLEMS IS WIDELY DISTRIBUTED IN POP.
4. MOTIVATION OCCURS AT THE SOCIAL ESTEEM & SELF-REALIZATION LEVELS, AS WELL AS PHYSIOLOGICAL & SECURITY LEVELS
5. PEOPLE CAN BE SELF-DIRECTED & CREATIVE AT WORK IF PROPERLY MOTIVATED

NUMBER ONE MOTIVATOR FOR PEOPLE IS IMMEDIATE FEEDBACK RESULTS!

HIS BEHAVIOR – A PERSON WHO KNOWS HOW TO DO THE JOB BUT IS NOT DOING IT.

IT IS EASIER TO LOOSEN UP ON CONTROL RATHER THAN TIGHTEN UP ON IT

CONDITIONS SUPPORTING BEHAVIORAL CHANGE
ABC's OF PERFORMANCE

A- ANTECEDENT – THINGS THAT HAPPEN BEFORE THE BEHAVIOR, SHOW, TELL, DEMONSTRATE.

B- BEHAVIOR – TRY TO ACCOMPLISH THE TASK

C- CONSEQUENCE – THINGS THAT HAPPEN AFTER THE BEHAVIOR – SUPPORT CATCH THE PERSON DOING SOMETHING RIGHT.

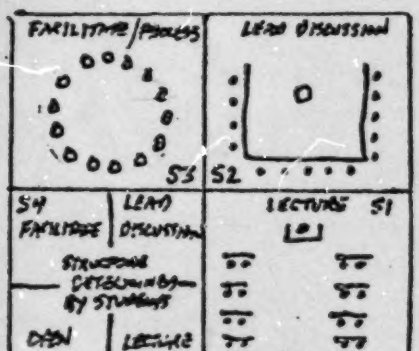
IF WRONG, GO BACK, RE-DIRECT & KEEP TRYING UNTIL YOU CATCH HIM/HER DOING SOMETHING RIGHT.

HOW TO HELP PEOPLE GROW UP

1. HAVE CLEAR GOALS & OBJECTIVES OF WORK TO BE DONE.
2. KNOW WHAT GOOD BEHAVIOR IS TO ACCOMPLISH THE GOAL
3. GIVE THEM A CHANCE TO TRY
4. LET THEM KNOW IF IT'S GOOD -- REWARD BEHAVIOR
5. IF POOR, DO NOT PUNISH IN THE BEGINNING
6. HELP THEM, GO BACK & RE-DIRECT UNTIL YOU CAN CATCH THEM DOING SOMETHING RIGHT AND BUILD ON THAT WITH POSITIVE RE-ENFORCEMENT

THE PERSON WILL HAVE GROWN UP WHEN HE/SHE MOVES FROM THE EXTERNAL CONTROL OF THE LEADER TO HIS/H... OWN INTERNAL CONTROL.

LEADERSHIP STYLE AND PHYSICAL ARRANGEMENT OF A CLASSROOM -- BRAZIL STUDY.



TRADITIONAL CLASSES USED LECTURE (S1) AND DISCUSSION (S2), WHILE EXPERIMENTAL CLASSES STARTED WITH LECTURE AND CHANGED THE INSTRUCTIONAL FORMAT EACH WEEK.

THE EXPERIMENTAL CLASSES WERE MORE SUCCESSFUL THAN THE TRADITIONAL BECAUSE STUDENTS WERE GIVEN RESPONSIBILITY OF WORKING THEIR OWN.

FEEDBACK: THE BREAKFAST OF CHAMPIONS

FEEDBACK IS A FEELING, A GIFT. IT ENLARGES YOUR SELF-PERCEPTION & MAKES YOU MORE AWARE OF THE REAL WORLD AS OTHER PEOPLE PERCEIVE YOU. IN ORDER TO BE A GIFT, THE RECEIVER MUST HANDLE THE INFORMATION BEING SHARED IN A POSITIVE MANNER AND FOLLOW WITH POSITIVE CONSEQUENCE.

SIX(6) GUIDELINES FOR CONSTRUCTIVE DISCIPLINE WHEN DEALING WITH A PERSON'S POOR PERFORMANCE:

1. BE TIMELY
2. DO NOT ATTACK PERSONALITIES.
3. BE SPECIFIC
4. BE CONSISTENT
5. DO NOT THREATEN
6. BE FAIR

PUNISHMENT IS MOST APPROPRIATE FOR MOTIVATING PEOPLE WHO KNOW BETTER, NOT FOR INEXPERIENCED PEOPLE WHO NEED TRAINING

FOUR(4) FOLLOWER LIFE POSITIONS

I'm OK, YOU'RE OK....
PERSON FEELS GOOD ABOUT SELF & LEA...

I'm OK, YOU'RE NOT OK....
PERSON FEELS GOOD ABOUT SELF, LEAD... A JERK. POSSIBLE CAUSE: OVER-SUPERVISION

I'm NOT OK, YOU'RE OK....
PERSON FEELS BAD ABOUT SELF, LE... OK. POSSIBLE CAUSE: UNDER-SUPERVISION

I'm NOT OK, YOU'RE NOT OK....
PERSON FEELS BAD ABOUT SELF, FEE... BAD ABOUT LEADER.
POSSIBLE CAUSE: LEAVE ALONE-Z
1-4-1-4-1

CREATING A WIN-WIN ORGANIZATION. KNOW HOW TO DISCIPLINE POOR PERFOR... THE ONE-MINUTE REPRIMAND OFFERS LEADERS A MEANS OF PROVIDING CRITI... FEEDBACK, WHILE AT THE SAME TIME MAINTAINING THE ENTHUSIASM O... THE FOLLOWER.

ONE-MINUTE REPRIMAND

THE 1ST 30 SECONDS – SCOLDING	THE 2ND 30 SECONDS – PRAISING
MAKE CONTACT TELL WHAT WAS DONE BE SPECIFIC ABOUT BEHAVIOR SHARE NEGATIVE FEELINGS ABOUT DEED	TAKE DEEP BREATH EXPRESS HOW MUCH YOU APPRECI... THE PERSON RELATE HOW GOOD YOU THINK PERSON IS EMPHASIZE ANGER IS BECAUSE PERSON IS BETTER THAN THEIR BEHAVIOR.

JOHARI WINDOW CONCEPT: PUBLIC, PRIVATE, BLIND, & UNKNOWN WINDOWS

THERE ARE CERTAIN THINGS ABOUT THE WAY YOU BEHAVE THAT ARE KNOWN YOURSELF. THERE ARE CERTAIN THINGS THAT ARE UNKNOWN TO YO... ABOUT YOURSELF.

THERE ARE CERTAIN THINGS ABOUT THE WAY YOU BEHAVE THAT ARE KNOWN... OTHERS. THERE ARE CERTAIN THINGS THAT ARE UNKNOWN TO OTHERS ABOUT YOU.

THROUGH FEEDBACK & DISCLOSURE A LEADER'S PUBLIC WINDOW CAN BE EXPANDED AND, AT THE SAME TIME, HIS/H... ... HAVE A LARGE PUBLIC WINDOW.